

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes some theories about teaching English for Young Learners (EYL), peer observation, the benefits of peer observation, and disadvantages while doing peer observation in teaching.

#### **2.1. Teaching English for Young Learners**

The English language is has been growing up in the world. Many governments in East Asia have introduced English from primary school (Butler, 2014). The model of learning English varies in the world, but teaching English for young learners is the difficult one. Many teachers show up the unique of teaching-learning to make the effective class, and the students can improve their understanding of the material. In many countries, English is a compulsory subject in the early primary grades (Pinter, 2006).

Teaching English for young learners is design to introduce the theory and practice of teaching English as a Foreign Language (EFL) to young learners between 7-12 years old. The growing demand for English, the parents believe that English skills provide their children with better education and better employment opportunities (Defianty & Kulsum, 2010). Teaching English for Young Learners is different from teaching English for adults. The young learners are difficult to understand the material, but they have a good memory to remember material that the teachers delivered. The teachers should have the creativity in teaching-learning and know the criteria between the teacher and students. Therefore, the characteristics of the teachers and the students are crucial.

### **2.1.1. The Characteristics of EYL Teachers**

According to Defianty & Kultsum, (2010), the teacher for young learners should understand the characteristics or the categories, include:

#### **1. The teachers of young learners should know who their students**

The teachers should know that young learners are not adult miniature. It means that young learners have a specific motor, linguistic, social interaction, and conceptual development that differentiates them from adults.

#### **2. The teachers of young learners should know how students learn**

Young learners have different characteristics that influence the way to learn. They usually learn from something real around them. Young learners have short attention for the material, so the teachers have to design the relevant and the simple one of the materials to their ability to concentrate.

#### **3. The teachers of young learners should know how students learn the language**

It means that the teachers have to understand the students' exposure, engagement, and support.

#### **4. The teachers of young learners should know how students learn a foreign language.**

The teacher's language should be good, fluent, and straightforward. Therefore, the students can understand and enjoy during the teachers explain and use a foreign language in classroom activities.

#### **5. The teachers of young learners should be able to facilitate students' learning**

In this point, the teachers have to use a simple, easy, and right method. It makes easy to catch the material, especially to teach a second or foreign language.

In addition, knowing the teacher's characteristics, the teachers also have to know the characteristics of the student, especially for young learners to make effectiveness in the class.

##### **2.1.2. The Characteristics of EYL Students**

According to Munir (2016), the characteristics of young learners in elementary school levels are:

- 1) The 6 years old (1st-grade students), they are active in learning and usually use verbal skills. They love games and rules that make some experiences and high activity.
- 2) The 7 years old (2nd -grade students), they are increasing in memorable, like to listen to each other and show the social give and take. Besides, they can display flexibility, open-mindedness, and tolerance of unfamiliar ideas to a remarkable extent.

- 3) The 8 years old (3rd-grade students), they increase the social interest. They can learn about people who live elsewhere in the world, but they can understand if related to their experience.
- 4) The 9 years old (4th-grade students), they prefer in-group activities and have a good relationship. They need real experiences in social settings. The students still like to play with their friends when the teacher explains the material. They always imagine abstract things in their lives. They also know the effect of what they do so that they can differentiate good and bad actions.
- 5) The 10 years old (5th-grade students), they begin to change in action and moral. They generally are interested in and enthusiastic about places and problems in the news. They like to solve the problem that happens around them or on the news that they read. Also they have a higher topic in their material, emphasizes the real-life situation in the class, and higher social background in the class.
- 6) The 11 years old (6th-grade students), it is a transition between childhood and adolescence. They more to be sociable and need opportunities to express their feelings and opinions. In the explanation above, the characteristics of elementary school learners from the fifth years until the eleven years are not the same. Therefore, the teacher must understand it well to conduct the teaching and learning process successfully.

## **2.2. Peer Observation**

Peer observation is a structured and negotiated way of teachers working together to refine and improve their practice and can support teachers to enhance

the student learning (Jones, 2018). Based on that statement, Peer observation is the activity to support the sharing of practice and builds self-awareness about the impact of one's teaching practice to affect change. In which, peer observation involves the teachers to observe each other's practice and to learn before doing the teaching-learning in the class.

Peer observation includes feedback from each other's and many reflections that have high impact on improving to be a professional teacher. It makes the teachers build and develop their ability from the shared understanding of effective classroom practice. Furthermore, peer observation makes the teachers have a good practice preparation to instruct the students in the class. The teachers know what activities they can do to make a good situation in teaching-learning in the class. So many steps that the teachers do to prepare the teaching learning's practice, but some of them determined to do the peer observation before teaching. Doing peer observation needs some method to make it easy to do and easy to control the activity.

### **2.2.1 The Cycle of Peer Observation**

The cycle of peer observation is the way to implement peer observation, feedback, and reflection in the teaching-learning process. There are five cycles for doing the successful of peer observation, which supports the improvements in teaching practice (Jones, 2018).

#### **1. Teacher self- reflection:**

According to Susoy (2015), reflection is the teachers' practice to prepare before teaching and doing the interaction in the classroom. Teacher training

institution, pre-service teachers are supposed to reflect on their teaching practice briefly and chiefly. The reflection also named by the motto of the teacher to get a goal and improve the teaching.

Self-reflection informs the future activities of peer observation. Self-reflection is a simple way to understand deeper into the teacher's feelings and find out why the teachers were doing something or feeling a certain way. The teachers have to make the lesson plan and the activities before teaching. It makes easy for the teacher to do the teaching-learning. With the challenging of teaching, Self-reflection offers the teachers to know what the work that they must to do and not in the classroom. We teachers can use reflective teaching as a way to analyze and evaluate their practices so that the teachers can focus on their work.

## **2. Pre-observation conversation:**

This step underpinned by supportive and collaborative whole-school protocols and developmental approach. Pre observation conversation is the activity to support the teacher and observer to know what is pre-observation. The use of this template is optional (Jones, 2018).

### **Step 1. Identifying and agreeing on the focus of the peer observation**

Identifying peer observation focus on group discussion as a reflection and deciding on the material and media that the teacher should use.

### **Step 2. Establishing what evidence that will be gathered**

This point is focused on giving the feedback and suggestion of a group discussion. The Observation evidence can include:

- 1) Observers are recording the interactions between the teacher and students. For example, the types of questions and clarifications reach explicit instruction
- 2) patterns, or modeling.
- 3) Tracking of teacher and student movements during the lesson and transition periods, for example, where the teacher is located at different points during the lesson, student movement during stages of transition within the lesson.

### **Step 3. The process for peer observation**

The researchers have to give the instruction and help or support the other teacher all of the aspects. It is included the participation and the implication from the lesson plan and conversation.

#### **3. Peer observation**

This point is explained that the teachers have to practice the teaching in front of the other teachers and build a shared understanding of the effective practice.

#### **4. Post-observation conversation**

The post-observation conversation is activities that provide an opportunity for structured feedback and suggestion based on agreed criteria with a focus on progressing student learning after practicing the teaching. The teachers who observed should be encouraged to be reflective of the lesson and their students'

learning. The provision of feedback from colleagues is considered one of the most powerful ways to support teachers to improve their practice continually. Quality feedback will be provided to teachers by the teachers that observed their class, and the teachers have had an opportunity to reflect on the lesson. This step is to consider the improvement priorities, the teacher's performance, and development plan.

## 5. Teacher and observer reflection:

Teacher and observer reflection is the implementation of new strategies and improved teaching and learning by giving questions before beginning the class. The method of peer observation helps prepare them to teach in the class. It can often lead to negatively and teachers thinking they are being compared to others. It is not all bad, and below, the teachers can find some advantages and disadvantages of peer observations. The example is the teachers have to conclude a group discussion related to advantages and disadvantages.

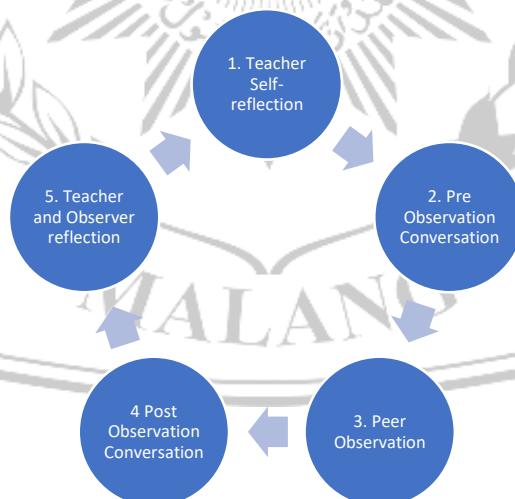


Figure 1. The cycle of Peer Observation



### **2.3. Benefits of peer observation**

Peer observation of teaching can develop the teaching practice in the classroom with good interaction with the student (Hendry, 2012). Therefore, many benefits of peer observation include:

1. The teachers get suggestion of teaching media, teaching method, and enhance their confidence. The teachers get a new strategy or new method about how to teach. The teachers get some comments from the other teachers. It can increase their confidence when practicing in front of the class without some mistakes and nervous.
2. The teachers receive useful feedbacks. The teacher gets some feedback from the other teachers about different suggestions to make the effectiveness in teaching-learning. Therefore, the teacher has some references from different information to guide the practice teaching.
3. The student-teachers improve the quality of teaching. The teachers can improve professional teaching and skill-based on the global era. It also increases the quality of the educational process are given.

### **2.4. Disadvantages while doing peer observation**

According to Case (2008), there are three disadvantages of peer observation in teaching:

1. The teachers lose confidence while teaching learning

This point, the teachers can lose their confidence. It is happened because the teachers should practice in front of the other teachers and get some feedback from

the others (Justine, 2017). It makes people feel down to hear some critics and should change differently. Besides, the teachers will feel anxiety because they see the less perfect lesson of others.

2. The teachers take more management time

The teacher has to prepare more the material and the media process for presentation before teaching-learning. They have to range the schedule to do peer observation with the other teacher. The teacher needs to introduce their lesson plan includes the material, the method, instruction, the task, and for review.

3. The teachers get the feedback that might be insensitive

The teacher has to focus on making a lesson plan to get accurate data. It is stressed out by the teacher because they afraid of the other teacher gives the judgment about the presentation (Davys, McKenna, & Tickle, 2014). Besides, the teachers tend to be emotional in receiving feedback. Therefore, they have to control it.